

Texas Education Agency  
Standard Application System (SAS)

| 2018–2019 Texas 21 <sup>st</sup> Century Community Learning Centers, Cycle 10, Year 1 |   |   |
|---|---|---|
| <b>Program authority:</b>   | Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)   | FOR TEA USE ONLY<br>Write NOGA ID<br>Place date stamp here.   |
| <b>Grant Period:</b>  | August 1, 2018 – July 31, 2019  | <div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">EDUCATION AGENCY</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">MAY - 1 AM 10: 57</div> |
| <b>Application deadline:</b>  | 5:00 p.m. Central Time, May 1, 2018   |   |
| <b>Submittal information:</b>   | <p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division<br/>Texas Education Agency, 1701 North Congress Ave.<br/>Austin, TX 78701-1494</p> |   |
| <b>Contact information:</b>   | Christine McCormick, <a href="mailto:21stcentury@tea.texas.gov">21stcentury@tea.texas.gov</a>   |   |

**Schedule #1—General Information**

| Part 1: Applicant Information           |  |                   |                           |          |
|---|--|-------------------|---------------------------|----------|
| Organization name                       |  | County-District # | Amendment #               |          |
| IDEA Public Schools                     |  | 108807            | NA                        |          |
| Vendor ID #                             | ESC Region #   | DUNS #            |                           |          |
| 74-2948339                              | 1  | 0030419150000     |                           |          |
| Mailing address                         |  | City              | State                     | ZIP Code |
| 2115 W. Pike Blvd.                      |  | Weslaco           | TX                        | 98596-   |
| Primary Contact                         |  |                   |                           |          |
| First name                              | M.I.   | Last name         | Title                     |          |
| Samuel                                  | J.   | Goessling         | Chief Advancement Officer |          |
| Telephone #                             | Email address  |                   | FAX #                     |          |
| 956-377-8000                            | <a href="mailto:Samuel.Goessling@ideapublicschools.org">Samuel.Goessling@ideapublicschools.org</a> |                   | 956-447-3796              |          |
| Secondary Contact                       |  |                   |                           |          |
| First name                              | M.I.   | Last name         | Title                     |          |
|   |  |                   |                           |          |
| Telephone #                             | Email address  |                   | FAX #                     |          |
| 956-377-8000                            |  |                   | 956-447-3796              |          |
| Part 2: Certification and Incorporation |  |                   |                           |          |

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

|                                |      |  |                           |
|--------------------------------|------|--|---------------------------|
| First name                     | M.I. | Last name  | Title                     |
| Tom                            |      | Torkelson  | Superintendent of Schools |
| Telephone #                    |      | Email address  | FAX #                     |
| 956-377-8000                   |      | <a href="mailto:Tom.Torkelson@ideapublicschools.org">Tom.Torkelson@ideapublicschools.org</a> | 956-447-3796              |
| Signature (blue ink preferred) |      | Date signed  |                           |



4-26-2018

Only the legally responsible party may sign this application.

701-18-111-075

**Schedule #1—General Information**

County-district number or vendor ID: 108807

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

| Schedule # | Schedule Name                                      | Application Type                           |                                     |
|------------|--|--|-------------------------------------|
|            |  | New  | Amended                             |
| 1          | General Information                                | <input checked="" type="checkbox"/>        | <input checked="" type="checkbox"/> |
| 2          | Required Attachments and Provisions and Assurances | <input checked="" type="checkbox"/>        | N/A                                 |
| 3          | Certification of Shared Services                   | <input type="checkbox"/>                   | <input type="checkbox"/>            |
| 4          | Request for Amendment                              | N/A  | <input checked="" type="checkbox"/> |
| 5          | Program Executive Summary                          | <input checked="" type="checkbox"/>        | <input type="checkbox"/>            |
| 6          | Program Budget Summary                             | <input checked="" type="checkbox"/>        | <input type="checkbox"/>            |
| 7          | Payroll Costs (6100)                               | See Important Note For Competitive Grants* | <input type="checkbox"/>            |
| 8          | Professional and Contracted Services (6200)        |  | <input type="checkbox"/>            |
| 9          | Supplies and Materials (6300)                      |  | <input type="checkbox"/>            |
| 10         | Other Operating Costs (6400)                       |  | <input type="checkbox"/>            |
| 11         | Capital Outlay (6600)                              |  | <input type="checkbox"/>            |
| 14         | Management Plan                                    | <input checked="" type="checkbox"/>        | <input type="checkbox"/>            |
| 16         | Responses to Statutory Requirements                | <input checked="" type="checkbox"/>        | <input type="checkbox"/>            |
| 17         | Responses to TEA Requirements                      | <input checked="" type="checkbox"/>        | <input type="checkbox"/>            |
| 18         | Equitable Access and Participation                 | <input checked="" type="checkbox"/>        | <input type="checkbox"/>            |
| 19         | Private Nonprofit School Participation             | <input checked="" type="checkbox"/>        | <input type="checkbox"/>            |
| 21         | Program Information Addendum                       | <input checked="" type="checkbox"/>        | N/A                                 |

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

| Section 1: Applicant Organization's Fiscal Year                         |                              |
|---|------------------------------|
| Start date (MM/DD):   | End date (MM/DD):            |
| Section 2: Applicant Organizations and the Texas Statewide Single Audit |                              |
| Yes: <input type="checkbox"/>   | No: <input type="checkbox"/> |

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 108807

Amendment # (for amendments only):

**Part 1: Required Attachments**

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see [General and Fiscal Guidelines](#), Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

| X                                   | Acceptance and Compliance  |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the <a href="#">General and Fiscal Guidelines</a> .   |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the program guidelines for this grant.  |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with all <a href="#">General Provisions and Assurances</a> requirements.   |
| <input checked="" type="checkbox"/> | I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <a href="#">Debarment and Suspension Certification</a> requirements.                                  |
| <input checked="" type="checkbox"/> | I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <a href="#">Lobbying Certification</a> requirements. |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with <a href="#">No Child Left Behind Act of 2001 Provisions and Assurances</a> requirements.  |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.  |

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 108807

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

| #  | Provision/Assurance   |
|----|---|
| 1. | The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.   |
| 2. | The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.   |
| 3. | The program will take place in a safe facility that is properly equipped and accessible to participants and family members.   |
| 4. | The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.   |
| 5. | The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.  |
| 6. | Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.   |
| 7. | The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.  |
| 8. | The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards. |
| 9. | Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.   |

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**Schedule #2—Required Attachments and Provisions and Assurances (cont)**County-district number or vendor ID: **108807**

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

|     |   |
|-----|---|
| 10. | <p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> <li>• A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday.</li> <li>• A minimum of five days per week for the fall and spring terms.</li> <li>• A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming.</li> <li>• A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year.</li> <li>• Hours dedicated to program activities for adult family members will not count toward student programming.</li> </ul> |
| 11. | Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.  |
| 12. | Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.  |
| 13. | Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).   |
| 14. | Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.  |
| 15. | All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.   |
| 16. | Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.   |
| 17. | All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.   |

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**Schedule #2—Required Attachments and Provisions and Assurances (cont)**County-district number or vendor ID: **108807**

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

|     |   |
|-----|---|
| 18. | Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.  |
| 19. | The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.   |
| 20. | Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.  |
| 21. | The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.   |
| 22. | <p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> <li>• Participant and enrollment data will be entered in August or September, depending on the center schedule.</li> <li>• Attendance data will be entered daily or weekly.</li> <li>• Exception reports and data corrections will be completed and reviewed by the project director</li> <li>• Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.</li> </ul> |
| 23. | The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.  |
| 24. | Applicant will comply with any program requirements written elsewhere in this document.   |

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**Schedule #5—Program Executive Summary**County-district number or vendor ID: **108807**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**Priority Points:** IDEA's Texas 21<sup>st</sup> CCLC Cycle 10 application includes **IDEA Mission Academy, a Priority School** implementing comprehensive support and improvement activities and serving a higher percent of at-risk students than the state (**5 points**); is jointly submitted with this LEA and project partners, thereby expanding accessibility to high-quality services (**5 points**); and has provided a written letter of support for local sustainability signed by 100% of board members (**5 points**).

**Budget Development Process:** The 21<sup>st</sup> CCLC budget was developed by the Project Planning Team, including the VP of Financial Planning the Chief Advancement and College Success Team Officers, and 20 school leaders from the participating schools. The team met during March and April 2018 to determine funding needs based on district and campus improvement plans, current district and school funding sources, student achievement gaps, campus need assessments, current parent involvement levels, and informal input from teachers, parents, and students.

**Relationship of District Demographics to Grant Goals and Purposes:** The Project Planning Team reviewed targeted campus demographics in order to ensure a fit with grant goals and purposes. All schools included are schoolwide Title I campuses, which average **90.7% economically disadvantaged** (and ranges as high as 97.4%). This is 31.7 percentage points (or 53.7%) higher than the state average of 59%. Also, 55.8% of all IDEA students are considered at-risk, and 37.5% are English-language Learners. This population is most in need of *improved student academic achievement and support for overall student development*. Additionally, according to US Census Bureau data, the Rio Grande Valley (McAllen-Edinburg-Mission) has the highest rate of poverty (33.4%) in the US and the highest rate of unemployment (8.2%) of any metropolitan area in Texas (19<sup>th</sup> highest in the country). Furthermore, without the high-quality education that IDEA Public Schools provides, only 18% of the regions' low-income students, will graduate from college as compared with 34.9% of students who are *not* low-income (Texas Tribune). IDEA will use 21<sup>st</sup> CCLC funding to improve student achievement in math and reading/language arts, increase the number of students passing 3 or more AP exams, improve behavior so that more students are passing their classes, are retained at IDEA (persist year over year in an IDEA school), and remain on track to graduate high school at the end of their senior year.

**Needs Assessment Process Design, Efficacy, and Updates:** IDEA Public Schools' Chief Academic, Financial, and Human Assets Officers work with the Sr. VPs of Schools, School Leaders, Assistant Principals for Instruction, Assistant Principals for Operations, teachers, and parents to design and conduct the district's annual needs assessment process. The Superintendent determines the efficacy of the process, and the Sr. VPs of Schools determine when and how the process needs to be updated or changed. All principals complete a campus needs assessment and improvement plan; these are, in turn, synthesized by the Sr. VPs of Schools and are then turned into a district needs assessment and improvement plan. Findings also drive allocation and coordination of curriculum, financial, physical/facilities, technology, and human resources. A modified version of this process at the campus level and including parent and student interest-based surveys will determine the types of programs and activities most needed and wanted, which will support high participation and attendance by the targeted students and their families.

**High-quality Grant Management Plan:** The Director of College Partnerships will supervise the **Project Director** who will be a member of the GrantEd team—13 grant managers at IDEA who meet biweekly to share best practices in grant management and learn from one another's projects and efforts. This group has been highlighted as an exemplar multiple times at US Dept. of Education conferences. The Project Director will partner with the Family Engagement Specialist and will oversee the work of the Site Coordinators. Together, these positions make up the **Project Management Team**. The **Project Advisory Team**, which will focus on program sustainability, will include the Cycle 10 Project Director, one Site Coordinator, one school leader, one Nerdvana representative, one parent, one teacher, and one student from each site.

**Program Evaluation Methods:** IDEA Public Schools' Project Management Team, together with the Data Analysis Team, will use qualitative and quantitative data methods to gather and analyze data, make informed decisions on program efficacy, and guide progress measurement and program adjustment. During the project period, the team will consider data from test scores, enrollment, attendance, and participant and parent feedback, as well as student voice and choice instruments and school leader recommendations. IDEA is committed to achieving the goals and purpose of this 21<sup>st</sup> CCLC program. The Data Analysis Team will assist the Project Director in completing all required TEA reports.

**Response to All Statutory and TEA Requirements:** The signature of the CEO on page 1 and the responses in each section ensure that IDEA Public Schools has completely and accurately answered all statutory and TEA requirements for this Texas 21<sup>st</sup> CCLC grant. Prior to submission, this grant was reviewed by the Chief Advancement Officer, the VP of National Advancement, and the 21<sup>st</sup> CCLC Cycle 9 Project Director who specifically reviewed to identify project improvements.

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**Schedule #6—Program Budget Summary**County-district number or vendor ID: **108807**

Amendment # (for amendments only):

Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)

Grant period: August 1, 2018, to July 31, 2019

Fund code/shared services arrangement code:  
265/352**Budget Summary**

| Schedule #  | Title  | Class/<br>Object<br>Code | Program Cost       | Admin Cost  | Total Budgeted<br>Cost |
|---|--|--------------------------|--------------------|---|------------------------|
| Schedule #7   | Payroll Costs (6100)                           | 6100                     | \$1,087,543        | \$75,000  | \$1,162,543            |
| Schedule #8   | Professional and Contracted<br>Services (6200) | 6200                     | \$131,800          | \$0   | \$131,800              |
| Schedule #9   | Supplies and Materials (6300)                  | 6300                     | \$125,495          | \$0   | \$125,495              |
| Schedule #10  | Other Operating Costs (6400)                   | 6400                     | \$80,162           | \$0   | \$80,162               |
| Schedule #11  | Capital Outlay (6600)                          | 6600                     | 0                  | \$0   | \$0                    |
|   | Consolidate Administrative Funds               |                          |                    | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |                        |
| Total direct costs:   |  |                          | \$1,425,000        | \$75,000  | \$1,500,000            |
| Percentage% <u>indirect costs</u> (see note):                   |  |                          | N/A                | \$0   | \$0                    |
| Grand total of budgeted costs (add all entries in each column): |  |                          | <b>\$1,425,000</b> | <b>\$75,000</b>   | <b>\$1,500,000</b>     |

**Shared Services Arrangement**

|      |   |     |     |     |
|------|---|-----|-----|-----|
| 6493 | Payments to member districts of shared services<br>arrangements | \$0 | \$0 | \$0 |
|------|---|-----|-----|-----|

**Administrative Cost Calculation**

|  |                    |
|--|--------------------|
| Enter the total grant amount requested:  | <b>\$1,500,000</b> |
| Percentage limit on administrative costs established for the program (5%):               | <b>× .05</b>       |
| Multiply and round down to the nearest whole dollar. Enter the result.                   | <b>\$75,000</b>    |
| This is the maximum amount allowable for administrative costs, including indirect costs: |                    |

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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| <b>Schedule #7—Payroll Costs (6100)</b>   |   |  |   |                       |
|---|---|--|---|-----------------------|
| County-district number or vendor ID: 108807   |   |  | Amendment # (for amendments only):          |                       |
| Employee Position Title   |   | Estimated # of Positions 100% Grant Funded | Estimated # of Positions <100% Grant Funded | Grant Amount Budgeted |
| <b>Academic/Instructional</b>   |   |  |   |                       |
| 1   | Teacher   |  |   | \$                    |
| 2   | Educational aide  |  |   | \$                    |
| 3   | Tutor   |  |   | \$                    |
| <b>Program Management and Administration</b>  |   |  |   |                       |
| 4   | Project director (required)   | 1  |   | \$76,222              |
| 5   | Site coordinator (required)   | 10   |   | \$496,220             |
| 6   | Family engagement specialist (required)   | 1  |   | \$48,040              |
| 7   | Secretary/administrative assistant  |  |   | \$                    |
| 8   | Data entry clerk  |  |   | \$                    |
| 9   | Grant accountant/bookkeeper   |  |   | \$                    |
| 10  | Evaluator/evaluation specialist   |  |   | \$                    |
| <b>Auxiliary</b>  |   |  |   |                       |
| 11  | Counselor   |  |   | \$                    |
| 12  | Social worker   |  |   | \$                    |
| <b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b> |   |  |   |                       |
| 13  | ESC specialist/consultant   |  |   | \$                    |
| 14  | ESC coordinator/manager/supervisor  |  |   | \$                    |
| 15  | ESC support staff   |  |   | \$                    |
| 16  | ESC other   |  |   | \$                    |
| 17  | ESC other   |  |   | \$                    |
| 18  | ESC other   |  |   | \$                    |
| <b>Other Employee Positions</b>   |   |  |   |                       |
| 19  | Title   |  |   | \$                    |
| 20  | Title   |  |   | \$                    |
| 21  | Title   |  |   | \$                    |
| 22  | Subtotal employee costs:  |  |   | <b>\$620,482</b>      |
| <b>Substitute, Extra-Duty Pay, Benefits Costs</b>                                       |   |  |   |                       |
| 23  | 6112  | Substitute pay                             |   | \$                    |
| 24  | 6119  | Professional staff extra-duty pay          |   | \$192,608             |
| 25  | 6121  | Support staff extra-duty pay               |   | \$128,405             |
| 26  | 6140  | Employee benefits                          |   | \$221,047             |
| 27  | Subtotal substitute, extra-duty, benefits costs   |  |   | <b>\$542,060</b>      |
| 28  | Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs): |  |   | <b>\$1,162,542</b>    |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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| <b>Schedule #8—Professional and Contracted Services (6200)</b>  |   |                                    |
|---|---|------------------------------------|
| County-district number or vendor ID: <b>108807</b>  |   | Amendment # (for amendments only): |
| NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. |   |                                    |
| Professional and Contracted Services Requiring Specific Approval  |   |                                    |
| Expense Item Description  |   | Grant Amount Budgeted              |
| 6269  | Rental or lease of buildings, space in buildings, or land   | \$                                 |
|   | Specify purpose:  |                                    |
| <b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>  |   | \$                                 |
| Professional and Contracted Services  |   |                                    |
| #   | Description of Service and Purpose  | Grant Amount Budgeted              |
| 1   | To be determined by each campus in accordance with internal budget per Center (on file with IDEA by site): Contracted services in the following categories—<br><br><b>1) Fine Arts Clubs</b> (e.g. studio art, mariachi, folklorico, theater arts, dance, painting, guitar, drumline, orchestra). Designed to provide fine arts opportunities to students.<br><b>2) Student Leadership Clubs</b> (e.g. student government, Boy Scouts and Girl Scouts, Go Girl Go, etc.). Designed to build leadership capacity in students.<br><b>3) Academic Clubs</b> (e.g. NMSI AP and ACT prep tutoring). Designed to support students in need of academics and college readiness support.<br><b>4) STEM Clubs</b> (e.g. robotics, Legos, and drones. Clubs that boost student comprehension and abilities within Science, Technology, Engineering, and Mathematics). Designed to provide hands-on activities to students in STEM areas.<br><b>5) Renaissance Clubs</b> (e.g. Model UN, band, orchestra, political science, debate, etc.). Designed to provide opportunities to build well-rounded students.<br><b>6) Non-Core Athletic Clubs</b> (e.g. karate, ultimate Frisbee, kickball, tee-ball, etc.). Designed to provide exercise opportunities to students. | \$131,800                          |
| 2   |   | \$                                 |
| 3   |   | \$                                 |
| 4   |   | \$                                 |
| 5   |   | \$                                 |
| 6   |   | \$                                 |
| 7   |   | \$                                 |
| 8   |   | \$                                 |
| 9   |   | \$                                 |
| 10  |   | \$                                 |
| 11  |   | \$                                 |
| 12  |   | \$                                 |
| <b>b. Subtotal of professional and contracted services:</b>   |   | <b>\$131,800</b>                   |
| <b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>  |   | \$                                 |
| <b>(Sum of lines a, b, and c) Grand total</b>   |   | <b>\$131,800</b>                   |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #9—Supplies and Materials (6300)**

|   |   |   |
|---|---|---|
| County-District Number or Vendor ID: 108807               |   | Amendment number (for amendments only): |
| <b>Supplies and Materials Requiring Specific Approval</b> |   |   |
| <b>Expense Item Description</b>                           |   | <b>Grant Amount Budgeted</b>            |
| 6300  | Total supplies and materials that do not require specific approval: | \$125,495                               |
| <b>Grand total:</b>                                       |   | <b>\$125,495</b>                        |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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| <b>Schedule #10—Other Operating Costs (6400)</b>            |  |   |
|---|--|---|
| County-District Number or Vendor ID: <b>108807</b>          |  | Amendment number (for amendments only): |
| <b>Expense Item Description</b>                             |  | <b>Grant Amount Budgeted</b>            |
| 6411  | Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally. | \$                                      |
| 6412  | Travel for students to conferences (does not include field trips). Requires pre-authorization in writing.                | \$                                      |
|   | Specify purpose:   |   |
| 6412/<br>6494   | Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.         | \$                                      |
| 6413  | Stipends for non-employees other than those included in 6419   | \$                                      |
| 6419  | Non-employee costs for conferences. Requires pre-authorization in writing.   | \$                                      |
| Subtotal other operating costs requiring specific approval: |  | \$                                      |
|   | Remaining 6400—Other operating costs that do not require specific approval:  | \$80,162                                |
| <b>Grand total:</b>   |  | <b>\$80,162</b>                         |

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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| <b>Schedule #11—Capital Outlay (6600)</b>   |                         |          |   |                       |
|---|-------------------------|----------|---|-----------------------|
| County-District Number or Vendor ID: 108807   |                         |          | Amendment number (for amendments only): |                       |
| #   | Description and Purpose | Quantity | Unit Cost                               | Grant Amount Budgeted |
| <b>6669—Library Books and Media (capitalized and controlled by library)</b>   |                         |          |   |                       |
| 1   |                         | N/A      | N/A                                     | \$                    |
| <b>66XX—Computing Devices, capitalized</b>  |                         |          |   |                       |
| 2   |                         |          | \$                                      | \$                    |
| 3   |                         |          | \$                                      | \$                    |
| 4   |                         |          | \$                                      | \$                    |
| 5   |                         |          | \$                                      | \$                    |
| 6   |                         |          | \$                                      | \$                    |
| 7   |                         |          | \$                                      | \$                    |
| 8   |                         |          | \$                                      | \$                    |
| 9   |                         |          | \$                                      | \$                    |
| 10  |                         |          | \$                                      | \$                    |
| 11  |                         |          | \$                                      | \$                    |
| <b>66XX—Software, capitalized</b>   |                         |          |   |                       |
| 12  |                         |          | \$                                      | \$                    |
| 13  |                         |          | \$                                      | \$                    |
| 14  |                         |          | \$                                      | \$                    |
| 15  |                         |          | \$                                      | \$                    |
| 16  |                         |          | \$                                      | \$                    |
| 17  |                         |          | \$                                      | \$                    |
| 18  |                         |          | \$                                      | \$                    |
| <b>66XX—Equipment or furniture</b>  |                         |          |   |                       |
| 19  |                         |          | \$                                      | \$                    |
| 20  |                         |          | \$                                      | \$                    |
| 21  |                         |          | \$                                      | \$                    |
| 22  |                         |          | \$                                      | \$                    |
| 23  |                         |          | \$                                      | \$                    |
| 24  |                         |          | \$                                      | \$                    |
| 25  |                         |          | \$                                      | \$                    |
| 26  |                         |          | \$                                      | \$                    |
| 27  |                         |          | \$                                      | \$                    |
| 28  |                         |          | \$                                      | \$                    |
| <b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b> |                         |          |   |                       |
| 29  |                         |          |   | \$                    |
| <b>Grand total:</b>   |                         |          |   | <b>\$0</b>            |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #14—Management Plan**County-district number or vendor ID: **108807** Amendment # (for amendments only):**Part 1: Staff Qualifications.** List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

| #  | Title                               | Desired Qualifications, Experience, Certifications  |
|----|-------------------------------------|---|
| 1. | <b>Project Director</b>             | Focused on district goals; knows best practices for after-school centers; can set a vision for the IDEA program based on campus needs; prior teaching experience; coaching ability on the spot for Site Coordinators and Family Engagement Specialist; demonstrated organizational, time management, and leadership/staff supervision skills; flexible; focused on the outcomes of program, not on processes; Bachelor's required; bilingual (English/Spanish) candidate preferred; |
| 2. | <b>Site Coordinator</b>             | Experience in teaching and/or program management; strong organization and time management skills; knowledge of schedule creation and management; experience working with at-risk children and families; experience in staff supervision; knowledge of community resources; strong written and verbal communication skills; mindset of a school leader after 3:45 pm. Bachelor's in education or a related field required; bilingual (English/Spanish) candidate preferred.          |
| 3. | <b>Family Engagement Specialist</b> | Goal-oriented, not process-oriented; possesses knowledge of the communities IDEA serves and experience working with these communities and their resources; organized; persistent in pursuing a task; strong communication and interpersonal skills; able to work flexible hours to accommodate flexible program schedule. bilingual (English/Spanish); Associate's in education, social services, or a related field required; Bachelor's preferred.                                |

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

| #  | Objective  | Milestone  | Begin Activity | End Activity |
|----|--|--|----------------|--------------|
| 1. | By 07/31/19, all participating schools meet standard on STAAR Math and R/LA.                               | 1. All at-risk, high-need students identified, recruited | 08/01/18       | 05/31/19     |
|    |  | 2. FES/SC communicates with all parents of these st.     | 08/01/18       | 07/15/19     |
|    |  | 3. At least 70% of targeted students enrolled in progr   | 08/01/18       | 07/15/19     |
|    |  | 4. At least 90% of targeted students attend 45+ days     | 08/01/18       | 07/15/19     |
|    |  | 5. Objective achieved as stated.                         | 02/01/19       | 07/31/19     |
| 2. | By 07/31/19, at least 20% of students pass 3 or more AP exams (becoming IDEA AP Scholars).                 | 1. All at-risk, high-need students identified, recruited | 08/01/18       | 05/31/19     |
|    |  | 2. FES/SC communicates with all parents of these st.     | 08/01/18       | 07/15/19     |
|    |  | 3. At least 70% of targeted students partic in AP prep   | 08/01/18       | 07/15/19     |
|    |  | 4. At least 90% of targeted students attend 45+ days     | 08/01/18       | 07/15/19     |
|    |  | 5. Objective achieved as stated.                         | 02/01/19       | 07/31/19     |
| 3. | By 07/31/19, all participating schools show a measurable decrease in the number of disciplinary referrals. | 1. All at-risk, high-need students identified, recruited | 08/01/18       | 05/31/19     |
|    |  | 2. FES/SC communicates with all parents of these st.     | 08/01/18       | 07/15/19     |
|    |  | 3. SCs acknowledge/reward improved behavior              | 09/15/18       | 07/15/19     |
|    |  | 4. > 50% of st w behav issues have fewer referrals       | 10/15/18       | 07/15/19     |
|    |  | 5. Objective achieved as stated.                         | 01/01/19       | 07/31/19     |
| 4. | By 07/31/19, participating schools will have a 90% or higher year over year persistence rate.              | 1. All at-risk, high-need students identified, recruited | 08/01/18       | 05/31/19     |
|    |  | 2. FES/SC communicates with all parents of these st.     | 08/01/18       | 07/15/19     |
|    |  | 3. >75% st indicate progr satisfaction and engagement    | 12/15/18       | 07/31/19     |
|    |  | 4. At least 90% of targeted students attend 45+ days     | 08/01/18       | 07/15/19     |
|    |  | 5. Objective achieved as stated.                         | 05/31/19       | 07/31/19     |
| 5. | By 07/31/19, 95% of students will be passing all classes (on track to graduate).                           | 1. All at-risk, high-need students identified, recruited | 08/01/18       | 05/31/19     |
|    |  | 2. FES/SC communicates with all teachers of these st.    | 08/01/18       | 07/15/19     |
|    |  | 3. SCs acknowl/reward high grades and improvement        | 09/15/18       | 07/15/19     |
|    |  | 4. At least 90% of targeted students attend 45+ days     | 08/01/18       | 07/15/19     |
|    |  | 5. Objective achieved as stated.                         | 12/15/18       | 07/31/19     |

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.****For TEA Use Only**

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**Schedule #16—Responses to Statutory Requirements**County-district number or vendor ID: **108807**

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

**Needs Assessment Process:** The Project Planning Team (Chief Academic Officer, school leaders from each participating campus, the 21<sup>st</sup> CCLC Cycle 9 Project Director, Advancement Team, and Sr. Dir. of Research and Analysis) met during March and April 2018 to determine programming and related funding needs based on district and campus improvement plans, school and community economics and demographics, student achievement gaps, campus needs and assets, current parent involvement, and informal input from school leaders, teachers, parents, and students. Formal input was solicited from each campus leader via a Google Forms Survey which captured input regarding each campus's need, preferred project partners, the estimated number or percent of students who would likely participate, recommendations for the planning team, and examples of how this 21<sup>st</sup> CCLC program would allow each school to achieve its stated goals. In addition, the Planning Team reviewed and considered teacher/counselor referrals and input from students and parents. Additionally, all parents at existing 21<sup>st</sup> CCLC sites are surveyed twice a year to obtain feedback on school programming, which will continue if IDEA is awarded a Cycle 10 grant.

**Available Resources:** In addition to the district's physical plant facilities (the 20 schools/10 sites on which this 21<sup>st</sup> CCLC program will operate), IDEA counts the available funding noted on page 24, which will provide complementary curriculum materials, software, test preparation, staffing and benefits, teacher training, consultants, general supplies, summer programming, college prep activities, transportation, and meal reimbursements.

**Community Needs and Gaps:** Based on careful examination of student-, school-, and program-level data, including student achievement results, IDEA Public Schools identified the following **Cycle 10 school/community-specific needs:**

- 43% of adults in Cameron County and 50% of adults in Hidalgo County are illiterate (do not have Basic Prose Literacy Skills) as compared with 19% of all adult Texans (<http://www-tcall.tamu.edu/docs/09illitmap.html>);
- 90.7% of students across all Cycle 10 21<sup>st</sup> CCLC sites are economically disadvantaged, with little or no additional resources for academic assistance or enrichment activities outside of those available during or after school;
- 55.8% of students are at-risk due to various social, economic, and academic factors;
- Over 97% of students are ethnic minorities—populations historically underserved by public education and underrepresented in higher education;
- IDEA's current slate of family engagement activities are campus-specific and not coordinated across all targeted schools; GEAR UP funds some parent activities, but only for the 12th grade cohort; this should expand; and
- More than 70% of IDEA graduates will be first-generation college attenders with few financial, social, or academic resources for school persistence and success outside of the supports provided by IDEA Public Schools.

**Programmatic Response/Addressing Needs and Gaps:** Among other concerns, the participating schools' Campus Improvement Plans (CIPs) address student achievement, attendance, discipline, and parent involvement. With Texas 21<sup>st</sup> CCLC Program funding, IDEA will continue to address individual student needs, improve student academic achievement, close achievement gaps between student groups, improve attendance rates, lower discipline incidents, and increase parental involvement and understanding of the college application, enrollment, financing, and persistence process. All program Centers will provide tutoring services in the core subjects of reading, mathematics, science, and social studies and will feature scientifically researched-based best practices such as differentiating instruction, hands-on curriculum, project-based learning, small group session instruction, and other strategies. **Students in need of remediation, in danger of failing, or with recent academic failures**, as determined by IDEA's internal data tracking system, will be assigned to participate in individualized tutorials, homework assistance, and other targeted academic support activities by content area. Data from actual and benchmark tests, progress reports, weekly formative assessments and report cards, along with input from teachers at weekly grade team meetings, will determine individualized placement in Advanced Placement, ACT, and Texas Success Initiative (TSI) preparatory camps.

**Students achieving at or above grade level** will be encouraged to serve as peer tutors to reinforce their own learning and to provide community support to their classmates. **All students** will participate in academic enrichment activities designed to enhance their performance in the content areas. The Project Director and Site Coordinators will ensure that students' **Special Education modifications** will be honored during extended-day activities and that **Individualized Graduation Plans** will be followed, updated, and modified accordingly throughout the funding period. **To address the needs of working families**, IDEA will open computer labs to parents for evening and weekend activities such as FAFSA (financial aid) and college application trainings and will run late buses for transportation home after the end of the afterschool program day.

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**Schedule #16—Responses to Statutory Requirements (cont.)**County-district number or vendor ID: **108807**

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☒ This applicant is part of a planned partnership.

☐ This applicant is unable to partner.

**IDEA's main Texas 21<sup>st</sup> CCLC Project Partner, is Nerdvana (<http://nerdvana.io/>) – see attached letter of support.** Nerdvana offers innovative, hands-on STEM learning experiences which are unique for IDEA's students and complement the school-day curriculum. Their mission is to leverage technologies (such as drones, augmented and virtual reality, robotics, and programming) to challenge students to use the tech to expand their worlds and ignite their lost curiosity.

IDEA has worked with Nerdvana for two years and seeks to use this opportunity to expand its partnership based on input received from individual school needs assessments and student interest surveys. Expanding Nerdvana programming will provide research-based activity options that will enhance student interest in STEM experiences, future studies, and careers.

Nerdvana will partner with IDEA to bring more academic support and enrichment opportunities through a structured Robotics Club that will be offered at targeted schools participating in this Cycle 10 program. **This partnership will contribute to achieving stated objectives in overall school-level academic achievement in math, individual student achievement on science-related AP exams, year-over-year persistence, and passing rates/number of students on track to graduate**

In addition, the Project Director (who will visit each Center site on a rotating 10-day schedule) will work with Site Coordinators to accomplish the following:

1. Streamline customization of each Center's own unique mix of contracted service providers and programming;
2. Ensure all Centers are providing the requisite number of overall hours and academic support/enrichment/family engagement time;
3. Ensure an equal quantity and quality of site visits by the Family Engagement Specialist (at least once every two weeks per site in addition to other regularly scheduled family engagement activities); and
4. Guarantee the overall program is coordinated and running smoothly, efficiently, and cost-effectively.

Programmatic decisions will be based on student and parent voice and choice instruments during a site-specific needs assessment to be updated by the Site Coordinator upon notice of funding (each targeted school has already provided their responses to a standardized Google Forms document during planning for this Cycle 10 program). IDEA collected data via interest forms from each targeted school. In addition to Nerdvana as the named 21<sup>st</sup> CCLC partner, IDEA will seek additional vendors such as the National Math + Science Initiative (NMSI) and Communities in Schools (CIS) to provide academic and counseling support for students, parents and families. School-level interest surveys have indicated students, parents, and teachers would like to see an array of programming such as:

|                               |                              |  |
|-------------------------------|------------------------------|--|
| Homework help                 | Get Fit club/Zumba           | College application essay writing prep |
| TEKS-based academic tutorials | Eat Well club                | Accelerated Reader Zone                |
| ACT prep, ACT camp            | Recycling                    | Language acquisition (Rosetta Stone)   |
| Leadership clubs              | Photography                  | Financial Aid Literacy                 |
| Robotics/STEM clubs           | Chess                        | Social-emotional support services      |
| Academic clubs                | Book Club: Socratic Seminars | Student volunteer opportunities        |
| Sports/recreation/intramurals | IB-aligned projects          | AVID tutoring                          |
| Fine arts                     | Science Fair help            | FAFSA family night                     |
| Guitar/Piano/Choir/Mariachi   | Algebra 2 Support            | Drum Line Showcase                     |
| Folklorico (dance) Club       | Model UN                     | Art Show                               |

**Representatives from Nerdvana as well as from selected campus partners will be invited to serve on the Project Advisory Team, which will meet at least quarterly to provide partner feedback; present problems and suggest solutions; identify cash, in-kind, volunteer, and material resources for program sustainability after the Cycle 10 funding period ends; and review input from stakeholders for future planning purposes.** The Project Advisory Team will include a diverse and qualified membership with a broad base of perspectives that will support efforts to increase quality and visibility of the program in the community and ensure that the project stays on track to achieve all stated goals and objectives.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108807

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

**Improving Student Academic Performance: GRANT OBJECTIVE—All participating schools meet standard on STAAR Math and R/LA; at least 20% of students pass 3 or more AP exams (becoming IDEA AP Scholars); CHARTER OBJECTIVE—90% of all students will pass STAAR** • Implementing IDEA's Texas 21<sup>st</sup> CCLC Program will afford each participating campus additional time with students in order to fill in educational gaps, improve English-language learners' reading and language skills, and provide targeted tutoring in core content areas. Strategies for improving student academic performance include: Analyzing student achievement data weekly (ex: Direct Instruction data tracking), biweekly (MS/HS teacher data meetings), and monthly (TPRI, STAAR, EOC exams, progress reports, grades, etc.), noting struggling students; Targeting, recruiting, and enrolling students most in need of academic support; Planning, implementing, and evaluating reading/language arts, math, science tutorials and peer tutoring/coaching as appropriate to each grade level; Providing time for individual and small group homework help; Offering, TSI, ACT, and STAAR test prep; Offering parent engagement/learning opportunities that encourage parent support for student learning; and Acknowledging and celebrating student achievement gains. • **Improving Attendance: IDEA's target is 97.5% average daily attendance** • IDEA's proposed 21<sup>st</sup> CCLC program has been structured with input from the Cycle 9 PD as well as students, staff, and parents/families who have participated in that program at other IDEA sites. One key lesson learned is that the more engaging and compelling the program design, the more demand students have to attend, and this excitement to participate in the after-school program improves their school-day attendance as well. Strategies to improve attendance include: Soliciting student voice and choice to ensure ongoing program attractiveness; Sharing campus, district, and program attendance goals with students and parents through meetings, one-on-one sessions, newsletters, school marquees, and other media; Offering an enticing array of 21<sup>st</sup> CCLC academic enrichment, sports/recreation, art/music, cultural/social, and service-learning activities that encourage attendance at school and in the program as well as parent support for the program; Directing a portion of the Family Engagement Specialist's time to communicate directly with parents regarding the impact of their child's absences; and Acknowledging and celebrating improved attendance. • **Improving Behavior/Decreasing Discipline Referrals: GRANT OBJECTIVE—All participating schools show a measurable decrease in the number of disciplinary referrals; CHARTER OBJECTIVE—IDEA's target includes providing adult advocates for at-risk children** • IDEA's highly structured, personalized environment results in a very low rate of disciplinary referrals overall and at each individual campus. However, IDEA is always striving to improve student behavior and strengthen interpersonal skills and conflict resolution. Strategies to improve behavior for participating students include: Reviewing disciplinary tracking data at least monthly to identify students in need of behavior improvement and related programs; Flagging other disciplinary incidents as they arise and use the situation to encourage students and parents to participate in 21<sup>st</sup> CCLC; Offering peer mediation, counseling, and other student supports/referrals; Ensuring activities incorporate team-building, character education, and individual self-expression wherever possible; and Acknowledging and celebrating improved behavior. • **Promotion Rates: GRANT OBJECTIVE—All participating schools will have a 90% or higher persistence rate (August to August enrollment in an IDEA school)** • All of the above-mentioned strategies for improving academic performance, attendance, and behavior also contribute to improved promotion rates across the board. Additional strategies include: Offering materials and activities through local parent engagement group, ARISE, to help parents support academic improvement; Ensuring services for learning disabled students during out of school time; Providing individualized instruction from tutors and adaptive learning software; and Acknowledging and celebrating improved promotion rates and the many benefits therein. • **Graduation Rates: GRANT OBJECTIVE—95% of students will be passing all classes (on track to graduate)** • IDEA strives to maintain its 100% high school graduation rate through all of the activities and strategies noted above. 100% high school graduation and 100% college matriculation are org-wide goals. IDEA's college-going culture begins in PreK and infuses every aspect of IDEA, which also assumes responsibility for supporting students as they *complete* their college education. Strategies for maintaining 100% graduation include: Providing meaningful diagnostic and benchmark testing and preparation and involving students in interpretation of results; Providing 1:1 teacher/student meetings to review academic needs, gaps, and goals; Providing 25:1 (college counselor/student) ratio for seniors; Providing alumni tutoring support; Offering local college/university tours for students and parents; Offering dual credit/dual enrollment classes for grades 9-12; and Acknowledging and celebrating 100% graduation rates. **The Project Advisory Team will also review progress in these five areas and make recommendations for further focus, action, and improvement.**

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108807

Amendment # (for amendments only):

**Statutory Requirement 4:** Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

**Best Practices: Programming**

Research has found that young people learn critical skills necessary to become conscientious citizens in a variety of settings—at home, in the classroom, among their friends and in their community. An educational approach that exemplifies this understanding of the way children learn and grow is **connected learning**. Connected learning addresses the lack of engagement in learning by drawing on young people's interests and peer networks and connecting to lessons both inside and outside of school. Flexible afterschool programs allow students to further explore their interests, bring students together with their friends and peers, and are academically enriching, finding new ways for students to take part in relevant, hands-on activities while building workplace skills and knowledge.

**IDEA Public Schools' 21<sup>st</sup> CCLC program will focus on connecting students in the following ways:**

- **To each other** via peer mentoring/tutoring, shared performances/artistic experiences, and intramural team sports;
  - **To their interests** via surveys where students have input into the programs offered each term. This has the dual advantage of drawing them into the program and introducing them to new subjects and interests they might not otherwise have been exposed to while also creating buy-in and increasing student engagement;
  - **To their communities** via civic engagement/advocacy and service learning projects, in particular at the high school level (125 service-learning hours are required to graduate from an IDEA school);
  - **To the postsecondary world** via college visits for students and families (transportation provided through 21<sup>st</sup> CCLC funding or individual campus budgets), family financial literacy, ACT test preparation, and study skills training; and
  - **To career pathways** via engaging hands-on STEM courses, career exploration activities, and engaging speakers.
- Additionally, IDEA implements Advanced Placement preparation programs developed in concert with National Math + Science Initiative (NMSI), which research has shown has "substantial and significant increases in both AP test taking and qualifying score earning for all students."

**Sources:** 1) "Afterschool Programs: Inspiring Students with a Connected Learning Approach", January 2015; 2) Afterschool Alliance; and Peterson, T.K. (2013). "The Importance of and New Opportunities for Leveraging Afterschool and Summer Learning and School-Community Partnerships for Student Success." *Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning for Student Success*. Washington, D.C.; and 3) CRESST Report 847: "Measuring the Causal Effect of NMSI's College Readiness Program," Brown, R. S., and Choi, K. August 2015

**Best Practices: Grant Management** (See also page 16 for information on programmatic decisions and streamlining.)

The Texas 21<sup>st</sup> CCLC Cycle 10 Project Director will partner with the Family Engagement Specialist and will oversee the Site Coordinators. Together, these positions make up the **Project Management Team** who are collectively responsible for achieving all project objectives and for providing immediate intervention and redirection of services should data analysis uncover the need to do so. The Project Director will be a member of IDEA's **GrantEd Team**—13 grant managers at IDEA who meet biweekly to share best practices in grant management and learn from one another's projects and efforts (additional detail on page 29). This group has been highlighted multiple times at US Dept. of Education conferences. • The **Cycle 10 Project Advisory Team** will include the Cycle 9 Project Director, one Site Coordinator, one school leader, one project partner representative, at least one parent appointed by the Principal, one teacher, and one student per site. The Cycle 9 PD will meet weekly with the Cycle 10 PD to orient the new PD to Texas ACE structures, tools, and documents and to share best practices for student recruitment and enrollment; family communication and engagement; program planning and implementation; data gathering and reporting; data analysis and program adjustment based on data; program evaluation and reporting; and professional development for all full-time 21<sup>st</sup> CCLC project staff. • IDEA's four-part, research-based Staff Development Cycle (observation, feedback, reflection, and implementation by the practitioner) extends to all IDEA staff who also teach in the 21<sup>st</sup> CCLC program, ensuring best practices are used in educational and related activities that will complement and enhance academic performance, achievement, positive youth development of participating students, and postsecondary and workforce preparation. Campus leaders follow up within one week of the cycle to see if the best practices are being implemented with fidelity and then repeat the process with a new observation. This is central to IDEA's culture of continuous improvement. Additionally, The Project Director, Family Engagement Specialist, and all 10 Site Coordinators will attend all required program orientations, trainings, and meetings and will also participate in at least one state or national out-of-school-time conference each year to stay abreast of research-based best practices in parent and family engagement.

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| Schedule #16—Responses to Statutory Requirements (cont.)  |                                    |
|---|------------------------------------|
| County-district number or vendor ID: <b>108807</b>  | Amendment # (for amendments only): |
| <b>Statutory Requirement 5:</b> Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. <b>Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</b>  |                                    |
| <p>The role of the Project Director is to ensure that the Cycle 10 21<sup>st</sup> CCLC program is intentionally designed to meet the <b>broader program goals, objectives, and purpose</b> while still meeting the <b>specific academic and developmental needs of students at each Center</b>. As such, the program activities designed to improve student academic achievement and overall student success will vary slightly from campus to campus (guided by the input of teachers, students, parents on that campus), but the overall program will offer a diverse blend of academic and enrichment activities for all program participants.</p> <p>IDEA Public Schools implements <b>two key schoolwide programs</b>: <b>Direct Instruction</b> in its Academy (elementary, PK-5) schools, and <b>Advanced Placement for All</b> in its College Preparatory (secondary, 6-12) schools. These programs are supported by the National Institute for Direct Instruction (NIFDI) and the National Math and Science Initiative (NMSI), respectively, and all teachers at the Academy and College Preparatory levels have been extensively trained to implement all aspects of their curriculum. IDEA's 21<sup>st</sup> CCLC program will be implemented in support of student academic success in both of these districtwide initiatives, and all afterschool academic remediation and acceleration activities will be appropriately aligned. District and teacher support from NIFDI and NMSI as funded through other sources will continue throughout the project period in accordance with written agreements and will be supplementary in nature to the materials, training, and support provided by TEA.</p> <p>As detailed on page 30, project staff will continue to review <b>quantitative and qualitative data</b> from a variety of sources and will use that data to drive the intentional design of program activities. <b>Channels for input</b> will include both formal instruments (test scores, report cards, etc.) and informal methods (observation, student voting, parent discussion, Google Forms surveys of school leaders and project partners, etc.). <b>Stakeholders involved</b> in data review include district personnel, campus administrators, school staff, program staff (Project Director, Family Engagement Specialist, Site Coordinators, program teachers), program partner representatives, parents of participating students, students, and program volunteers. The schedule of communication, data review, and program adjustment to <b>ensure program alignment to student need and desired outcome</b> can be found on <b>Schedule #17, Requirement 2</b>, and the plan for <b>focusing recruiting efforts on students who are at risk of academic failure or dropping out of school</b> has been described on <b>Schedule #17, Requirement 3a</b>.</p> <p>In addition to individualized interventions for students in grades K-2 and high school, IDEA operates a program known as Critical Student Intervention (CSI), which provides additional reading and math instruction using a research-based intervention during blended learning time or elective. CSI instruction is focused on closing gaps for IDEA's most struggling students in grades 3-7. <b>IDEA will build on the work done in the CSI program by recruiting these students to participate in the 21<sup>st</sup> CCLC afterschool program, and CSI teachers will share data with the Site Coordinators to ensure a seamless integration and extension the two programs.</b> The academic assistance portions of the 21<sup>st</sup> CCLC program will mirror CSI to the extent possible, meaning the size of the student group will vary from 4-6 students to up to 16 students, depending on skill level and objective area addressed; student progress in the afterschool program will be monitored on the same schedule as school-day CSI students (October, January, April, and May); and students will make use of the same CSI materials in order to accelerate their progress in this research-based intervention program.</p> <p>Furthermore, afterschool instruction and enrichment programming will be adapted to meet individual student needs <b>(including at-risk students and those served by ELL and Special Education programs)</b> in the following ways:</p> <ul style="list-style-type: none"> <li>• <b>Adhere to students' existing Individual Education Plans (IEPs)</b>—example: read instructions aloud; allow extra time on task, etc.;</li> <li>• <b>Use computer-based adaptive learning programs</b>—example: iLearning Hotspots, Accelerated Reader Zone, online tutoring and test prep, etc.;</li> <li>• <b>Vary instructional settings to maximum student engagement</b>—example: classrooms for tutorials; playground space or gym for sports, dance, or other active events; public spaces for mural painting; and</li> <li>• <b>Vary types of activities by day and session</b>—example: academic assistance for first 45 minutes; enrichment activities for second 45-minute session; family engagement activities for third 45-minute session and to facilitate parent involvement while integrating with safe transportation home/student pick-up.</li> </ul> |                                    |

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**Schedule #16—Responses to Statutory Requirements (cont.)**County-district number or vendor ID: **108807**

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

IDEA Public Schools will **disseminate information** about the 21<sup>st</sup> CCLC program in the following manner:

For **recruitment** purposes, the info will be distributed via flyers and weekly parent newsletters (in English and Spanish, sent electronically and on paper), campus/district website, 21<sup>st</sup> CCLC website, announcements made during parent meetings, emails to parents with online access, and calls to student's homes made through the district calling system. As the program will be exclusively for students assigned to each targeted campus only, IDEA Public Schools does not want to mislead the public by advertising the program through methods which will give the appearance the program is open to other area schools or the general public.

For **sharing the program's success**, that information will be disseminated at board, school leader, and IDEA's senior leadership team meetings and by weekly parent newsletters (in English and Spanish, sent electronically and on paper), campus/district websites, local community newspapers, through announcements made during parent meetings, and through IDEA newsletters, publications, video messages, and website/blog.

IDEA schools have long hosted regular site visits from other interested parties regarding the success of our various programs. In addition to making the IDEA 21<sup>st</sup> CCLC program structure and findings available to the public through regular reports, we will also have our sites open to pre-arranged tours to show interested districts or other afterschool providers our model first-hand in the interest of transparency and contribution to the field. Program staff will also share information via program trainings and meetings with TEA and Texas ACE staff.

IDEA's Senior Leadership Team will also share the success of the program and how it has been working with the Board at their regularly scheduled meetings and with the Teacher Advisory Council that meets three times a year. Information on the activities offered at each Center will be posted at Meet the Teacher Night and at Report Card Nights, which take place four times a year and provide an "Open House" atmosphere for parents to meet with teachers, including staff of the 21<sup>st</sup> CCLC program. Report Card Nights are generally held from 4:30 pm to 7:00 pm, which will align with 21<sup>st</sup> CCLC program hours and provide an additional family engagement opportunity that will allow parents to meet and speak with afterschool program teachers.

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**Schedule #16—Responses to Statutory Requirements (cont.)**County-district number or vendor ID: **108807**

Amendment # (for amendments only):

**Statutory Requirement 7:** Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

All academic assistance, enrichment, family and parental support, and college- and workforce-readiness activities will take place during 29 weeks of after school hours and selected Saturdays during the school year and during six weeks in the summer.

At IDEA, the elementary (or **Academy**) campus (grades PK-5) and the secondary (or **College Prep**) campus (grades 6-12) each have their own county-district-campus numbers but share a physical site (one location, two schools, each with distinct buildings). For the purposes of this grant, the College Prep campus will be considered the **Center** and the Academy campus will be considered the **Feeder**. Activities will occur at both campuses on the single, shared site. Students will simply walk between buildings to the appropriate activity location.

**Student Transition and Transportation/Pick-up**

Since the majority of program activities will be offered at the students' home campuses of record, they will not have to be transported to an alternate site. Other activities such as local college/university tours will take place on those sites.

**At the end of each school day**, students will leave their regular classroom and go directly to the cafeteria (or other appointed area) to **check in** for their 21<sup>st</sup> CCLC program participation where they will be given a healthy **snack** and will proceed with their teacher to the location of their first program session. Students will **transition** in an orderly manner, supervised by program staff (teachers and contractors/partners), to subsequent sessions, and teachers will take attendance as appropriate (unless students travel as a whole group).

**At the end of each after-school program day**, students will leave their assigned activity and go directly to the appointed area to **check out**. For schools offering bus transportation, bus riders will report to the **bus loading area** where their transportation home will be coordinated. Students not approved to **bike or walk home** will be **picked up by an authorized adult** who maintains the proper documentation (for example, a driver's license or other official photo ID). All areas of the school will be monitored as they would for the regular school day.

**All students will check in and out electronically** via their existing student ID cards **every program day** for immediate, real-time data tracking that minimize administrative data entry. (ID cards and scanners exist on all program campuses and will not be a program expense item.) For students who do not walk home or take the bus, parents will be required to sign their child/children out when they arrive to pick them up.

**Student Supervision**

School administrators, teachers, and the Site Coordinators will monitor the check-in/check-out, student walker, parent drop-off/pickup, and bus procedures at each campus during program hours (after school, selected Saturdays, and summer sessions) to ensure all students arrive and leave campus in a safe, orderly, and supervised manner with the support of an experienced transportation team.

Site Coordinators will remain on their respective campuses until the last student has been safely transported or picked up by an authorized parent or guardian. Likewise, the Project Director, who will likely be on a Center site visit at the end of each day, will remain at a program site until all Site Coordinators communicate that their program has closed for the day and that no students remain.

**General Program Participant Safety**

Each Center site will maintain working fire extinguishers, smoke detectors, and carbon monoxide detectors, if applicable. The Program Director and Site Coordinators (and others as appropriate) will maintain updated contact information for the parents/caregivers of each student as well as current emergency or other contact information for neighborhood/community Fire, Police, and Child Protective Services. The physical facility, including buildings, furniture, playground equipment, etc., will be maintained to ensure general overall safety (e.g., appropriately stored chemicals, available first aid kits, written accident/incident plans, and current safety drill procedures). The Site Coordinator and at least one backup staff member per Center site will be trained in CPR and Basic First Aid.

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**Schedule #16—Responses to Statutory Requirements (cont.)**County-district number or vendor ID: **108807**

Amendment # (for amendments only):

**Statutory Requirement 8:** Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores). **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

IDEA's 21<sup>st</sup> CCLC program staff will identify interested volunteers from several locations and sources around the Rio Grande Valley. In addition, the Valley is a popular destination for "winter Texans" who move to the area from northern locations each year. Potential volunteers from these and other pools can provide new cultural and intergenerational experiences for IDEA's students who will get to meet and interact with seniors from all over Texas and the US. The experiences of the volunteers from outside the IDEA learning community will also be invaluable in providing program support and mentoring, and students can reciprocate with community service club activities in off-site locations.

Sources of volunteers include **parents, students' adult family members, college students, and IDEA alumni.**

In collaboration with the Project Director, IDEA Public Schools Human Resources staff will screen interested individuals who wish to serve as volunteers for the IDEA 21<sup>st</sup> CCLC Program. This is a standard IDEA Public Schools policy, and it is in the best interest and safety of the students. All volunteers who will work directly with students will be required to submit to a background check (in accordance with district policy) to ensure that they are not a threat to students.

Once **screened and approved**, all volunteers will receive the appropriate training as determined by the IDEA Public Schools Human Resources Department. Further guidance and preparation for volunteers working specifically with children in the IDEA 21<sup>st</sup> CCLC Program will be designed and presented by the Project Director and Site Coordinators and updated annually as needed.

IDEA Public Schools assures TEA that volunteers who have access to student data will do so in compliance with FERPA, the Family Education Rights and Privacy Act. In addition, the person must demonstrate subject matter or program-area competency, experience, and expertise in working with people, whether student or adult.

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| Schedule #16—Responses to Statutory Requirements (cont.)   |                                    |
|--|------------------------------------|
| County-district number or vendor ID: <b>108807</b>   | Amendment # (for amendments only): |
| <p><b>Statutory Requirement 9:</b> Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. <b>Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</b></p> <p><b>Community Context:</b> IDEA Public Schools is committed to continuing, and where appropriate, expanding this 21<sup>st</sup> Century program beyond the initial funding period and promises the following: to maintain accurate, up-to-date records of grant activities and expenditures; to file accurate, thorough interim and final progress and financial reports in a timely manner; to fully account for the accomplishment (or failure to accomplish) each program objective and performance target; to demonstrate our intent and commitment to the implementation and operation of the 21<sup>st</sup> CCLC grant program in subsequent years, should continuation funding be available; to continue to participate in the grant program in subsequent years if available and awarded; to seek input and guidance from TEA and Texas ACE; and to share details of our model and the results of our pilot program with others.</p> <p><b>IDEA will seek input from individuals and organizations</b> involved in this project regarding their potential contributions to program sustainability and/or their connections to potential sources for continued program operation.</p> <p><b>Sustainability Plan—Strategies and Resources:</b> IDEA Public Schools' VP of National Advancement, as supported by the Chief Advancement Officer, oversees all district grant-seeking activities, and works with the Finance, Academics, School Operations, and Human Resources Departments to coordinate the efficient use of local, per-pupil funding, grants from the state, and federal Title funds in the operation of granted programs. These efforts to identify additional funding sources and to maximize state and local allotments, as well as the use of sustainability tools developed by the GrantEd team (see page 29), will continue over the next three years so that this 21<sup>st</sup> CCLC program can be sustained, expanded, and continued after the TEA funding period ends. Additionally, school leaders' annual budget process includes allocation of some portion of their discretionary funds for after-school programming such as 21<sup>st</sup> CCLC sustainability.</p> <p>Examples of funding sources include, but are not limited to, the National School Lunch Program (US Dept. of Agriculture), Title I, IDEA, federal (USDE) grants, state (TEA) competitive grants, state (TEA) formula funding, per-pupil regular (ADA) funding, and weighted ADA (WADA) funding.</p> <p>Additionally, <b>resources provided by this 21<sup>st</sup> CCLC grant</b>, such as program staff training and development, technology, and nonconsumable curriculum materials will continue to exist in the schools for which they are acquired for several years of useful life after program funding ends. Every effort will be made to carefully steward these resources to prolong their use and availability for future program offerings. Just as it has done with prior grant awards such as Race to the Top, IDEA will use accurate and current program attendance and satisfaction data to determine which 21<sup>st</sup> CCLC activities are most popular and which have the most significant impact on improving student academic performance. That data will drive key decisions on which offerings to prioritize for sustainability and continuation after grant funding ends.</p> <p>Finally, <b>all members of the 16-member IDEA Board of Directors (100%) have signed a letter of support</b> (see attachment) indicating their willingness and intention to assist the Project Management Team in identifying sources of cash and in-kind support for program sustainability. The board letter states, in part, <i>"In support of future efforts, we pledge to continue to work with the 21<sup>st</sup> Century Project Director, the campus-based Site Coordinators, and key IDEA staff to run a strong after school program at all of our Centers. We will also continue to seek out additional means of supporting after school program under the leadership of IDEA's Chief Advancement Officer and VP of National Advancement in order to identify sources of federal, state, and local funding that will help sustain and even grow our program as proposed in this application. We will also call upon our local business and community partners to identify potential program volunteers and sources of financial, material, and in-kind donations in support of continued program operation after the TEA funding period has ended."</i></p> <p><b>Timeline:</b> Upon notice of funding, the Project Director will begin to seek advice and counsel from the members of both the Project Management Team and the Project Advisory Team (and, through communication via the IDEA CEO, with the Board of Directors) in order to identify and secure local, state, federal, and private funding to coordinate for grant sustainability and program continuation. <b>Each quarter</b> of the funding period, the Project Director will update the sustainability plan with additional resources and project partners and will secure commitments of continuation funding at all levels as appropriate.</p> |                                    |

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**Schedule #16—Responses to Statutory Requirements (cont.)**County-district number or vendor ID: **108807**

Amendment # (for amendments only):

**Statutory Requirement 10:** Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

This Cycle 10 21<sup>st</sup> CCLC program will serve at least **2,385 students** (approximately 17% of the 14,024 K-12 students enrolled at the 20 targeted schools/10 campuses) and **1,000 parents** (100 per Center) in the Rio Grande Valley.

IDEA Public Schools realizes that the institutional commitment to this 21<sup>st</sup> CCLC project extends beyond the resources to be acquired with grant funds to include a much broader range of **human, financial, infrastructure, facility, volunteer, and in-kind resources and support**. Managing resources effectively includes continually assessing, updating, and communicating the need for such resources and monitoring and adjusting project activities to bring them into alignment with these needs.

For maximum impact of program dollars, and with an eye toward effectively and efficiently managing funding from a variety of sources throughout the grant period, IDEA Public Schools will coordinate project activities, strategies, and materials with the following array of district, community, state, and federal resources to maximize delivery of program services.

Specific funding sources and their related resources to be coordinated with 21<sup>st</sup> CCLC funding include:

**State and Local—**

- Software (JSTOR, NWEA, SchoolNet, ST Math, and Wireless Generation)—\$314,054;
  - ACT test prep (in addition to services provided with 21<sup>st</sup> CCLC funds)—\$170,000;
  - Elementary Teacher Academy (ETA) which provides support for IDEA's district-wide summer school program (teacher training, staff salaries, transportation, and training materials and supplies)—\$733,488;
  - Extracurricular activities (staffing, benefits, rentals, consultants, general supplies, travel, etc.)—\$1,554,334; and
  - Family engagement—\$92,502;
- **Estimated state and local funding amount to be coordinated for this project: \$2,864,378**

**Federal—**

- NIFDI (Direct Instruction), including special education DI services—\$1,100,400;
  - Meal reimbursements for students during summer programming—\$102,000;
  - Software for ELL students—\$262,612;
  - Extracurricular activities—\$43,929;
  - GEAR UP family engagement—\$579,121
- **Estimated Federal funding amount to be coordinated for this project: \$2,088,062**

Therefore, the total amount of federal, state, and local program dollars that will be combined or coordinated with 21<sup>st</sup> CCLC grant funds is estimated as **\$4,952,440**, bringing the total program cost to **\$6,452,440**. The **\$1,500,000** grant request, therefore, accounts for only **23.2%** of the total overall program cost. The Project Planning Team focused on providing an array of program-specific materials and line items and identifying existing sources of funding (current grants, Title funds, etc.) to coordinate with 21<sup>st</sup> CCLC funding in order to produce a high-quality program for this many participants.

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**Schedule #17—Responses to TEA Program Requirements**County-district number or vendor ID: **108807**

Amendment # (for amendments only):

**TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.**

| Name and physical address of center site:                                |                       | The campus is (check all that apply):   |  | Grade levels to be served (check all that apply):   |  |
|--|-----------------------|---|--|---|--|
| IDEA College Prep Donna<br>401 S. 1 <sup>st</sup> St.<br>Donna, TX 78537 |                       | <input checked="" type="checkbox"/> 40% or higher economically disadvantaged<br><input type="checkbox"/> 2017-2018 Focus School<br><input type="checkbox"/> 2017-2018 Priority School |  | <input type="checkbox"/> Pre-K<br><input checked="" type="checkbox"/> K-2<br><input checked="" type="checkbox"/> 3-4<br><input checked="" type="checkbox"/> 5-6         |  |
| 9-digit campus ID number:  | 108807001             | X >50.3% Students 'At Risk' per 2016-2017 TAPR  |  | <input checked="" type="checkbox"/> 7-8<br><input checked="" type="checkbox"/> 9<br><input checked="" type="checkbox"/> 10-11<br><input checked="" type="checkbox"/> 12 |  |
| Cost per student   | \$276.22              |   |  |   |  |
| "Regular" student target (to be served 45 days or more annually):        | 242                   | Parent/legal guardian target (in proportion with student target):   |  | 100   |  |
| Feeder school #1   |                       | Feeder school #2  |  | Feeder school #3  |  |
| Campus name  | IDEA Academy Donna    | NA  |  | NA  |  |
| 9-digit campus ID number   | 108807101             | NA  |  | NA  |  |
| Estimated transportation time  | NA (same campus site) | NA  |  | NA  |  |

  

| Name and physical address of center site:                            |                       | The campus is (check all that apply):   |  | Grade levels to be served (check all that apply):   |  |
|--|-----------------------|---|--|---|--|
| IDEA College Prep San Juan<br>600 E. Sioux Rd.<br>San Juan, TX 78589 |                       | <input checked="" type="checkbox"/> 40% or higher economically disadvantaged<br><input type="checkbox"/> 2017-2018 Focus School<br><input type="checkbox"/> 2017-2018 Priority School |  | <input type="checkbox"/> Pre-K<br><input checked="" type="checkbox"/> K-2<br><input checked="" type="checkbox"/> 3-4<br><input checked="" type="checkbox"/> 5-6         |  |
| 9-digit campus ID number:  | 108807006             | X >50.3% Students 'At Risk' per 2016-2017 TAPR  |  | <input checked="" type="checkbox"/> 7-8<br><input checked="" type="checkbox"/> 9<br><input checked="" type="checkbox"/> 10-11<br><input checked="" type="checkbox"/> 12 |  |
| Cost per student   | \$276.22              |   |  |   |  |
| "Regular" student target (to be served 45 days or more annually):    | 237                   | Parent/legal guardian target (in proportion with student target):   |  | 100   |  |
| Feeder school #1   |                       | Feeder school #2  |  | Feeder school #3  |  |
| Campus name  | IDEA Academy San Juan | NA  |  | NA  |  |
| 9-digit campus ID number   | 108807106             | NA  |  | NA  |  |
| Estimated transportation time  | 15 minutes            | NA  |  | NA  |  |

  

| Name and physical address of center site:                           |                    | The campus is (check all that apply):   |  | Grade levels to be served (check all that apply):   |  |
|---|--------------------|---|--|---|--|
| IDEA College Prep Quest<br>14001 N. Rooth Rd.<br>Edinburg, TX 78541 |                    | <input checked="" type="checkbox"/> 40% or higher economically disadvantaged<br><input type="checkbox"/> 2017-2018 Focus School<br><input type="checkbox"/> 2017-2018 Priority School |  | <input type="checkbox"/> Pre-K<br><input checked="" type="checkbox"/> K-2<br><input checked="" type="checkbox"/> 3-4<br><input checked="" type="checkbox"/> 5-6         |  |
| 9-digit campus ID number:   | 108807002          | X >50.3% Students 'At Risk' per 2016-2017 TAPR  |  | <input checked="" type="checkbox"/> 7-8<br><input checked="" type="checkbox"/> 9<br><input checked="" type="checkbox"/> 10-11<br><input checked="" type="checkbox"/> 12 |  |
| Cost per student  | \$276.22           |   |  |   |  |
| "Regular" student target (to be served 45 days or more annually):   | 237                | Parent/legal guardian target (in proportion with student target):   |  | 100   |  |
| Feeder school #1  |                    | Feeder school #2  |  | Feeder school #3  |  |
| Campus name   | IDEA Academy Quest | NA  |  | NA  |  |
| 9-digit campus ID number  | 108807102          | NA  |  | NA  |  |

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|   |  |                       |   |                                    |                  |  |  |
|---|--|-----------------------|---|------------------------------------|------------------|--|--|
| Estimated transportation time                                     |  | NA (same campus site) |   | NA                                 |                  | NA   |  |
| <b>Schedule #17—Responses to TEA Program Requirements (cont.)</b> |  |                       |   |                                    |                  |  |  |
| County-district number or vendor ID: 108807                       |  |                       |   | Amendment # (for amendments only): |                  |  |  |
| <b>Center 4</b>   | Name and physical address of center site:                                |                       | The campus is (check all that apply):   |                                    |                  | Grade levels to be served (check all that apply):  |  |
|   | IDEA College Prep Mission<br>1600 S. Schuerbach Rd.<br>Mission, TX 78572 |                       | <input checked="" type="checkbox"/> 40% or higher economically disadvantaged<br><input type="checkbox"/> 2017-2018 Focus School<br><input checked="" type="checkbox"/> 2017-2018 Priority School (IDEA Academy Mission)<br><input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR |                                    |                  | <input type="checkbox"/> Pre-K<br><input checked="" type="checkbox"/> K-2<br><input checked="" type="checkbox"/> 3-4<br><input checked="" type="checkbox"/> 5-6<br><input checked="" type="checkbox"/> 7-8<br><input checked="" type="checkbox"/> 9<br><input checked="" type="checkbox"/> 10-11<br><input checked="" type="checkbox"/> 12 |  |
|   | 9-digit campus ID number:  | 108807004             |   |                                    |                  |  |  |
|   | Cost per student   | \$276.22              |   |                                    |                  |  |  |
|   | "Regular" student target (to be served 45 days or more annually):        | 237                   | Parent/legal guardian target (in proportion with student target):   |                                    | 100              |  |  |
|   |  | Feeder school #1      | Feeder school #2  |                                    | Feeder school #3 |  |  |
|   | Campus name  | IDEA Academy Mission  | NA  |                                    | NA               |  |  |
|   | 9-digit campus ID number   | 108807104             | NA  |                                    | NA               |  |  |
| Estimated transportation time                                     | NA (same campus site)  | NA                    |   | NA                                 |                  |  |  |
| <b>Center 5</b>   | Name and physical address of center site:                                |                       | The campus is (check all that apply):   |                                    |                  | Grade levels to be served (check all that apply):  |  |
|   | IDEA College Prep Pharr<br>600 E. Las Milpas Rd.<br>Pharr, TX 78577      |                       | <input checked="" type="checkbox"/> 40% or higher economically disadvantaged<br><input type="checkbox"/> 2017-2018 Focus School<br><input type="checkbox"/> 2017-2018 Priority School<br><input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR                                   |                                    |                  | <input type="checkbox"/> Pre-K<br><input checked="" type="checkbox"/> K-2<br><input checked="" type="checkbox"/> 3-4<br><input checked="" type="checkbox"/> 5-6<br><input checked="" type="checkbox"/> 7-8<br><input checked="" type="checkbox"/> 9<br><input checked="" type="checkbox"/> 10-11<br><input checked="" type="checkbox"/> 12 |  |
|   | 9-digit campus ID number:  | 108807008             |   |                                    |                  |  |  |
|   | Cost per student   | \$276.22              |   |                                    |                  |  |  |
|   | "Regular" student target (to be served 45 days or more annually):        | 242                   | Parent/legal guardian target (in proportion with student target):   |                                    | 100              |  |  |
|   |  | Feeder school #1      | Feeder school #2  |                                    | Feeder school #3 |  |  |
|   | Campus name  | IDEA Academy Pharr    | NA  |                                    | NA               |  |  |
|   | 9-digit campus ID number   | 108807108             | NA  |                                    | NA               |  |  |
| Estimated transportation time                                     | NA (same campus site)  | NA                    |   | NA                                 |                  |  |  |
| <b>Center 6</b>   | Name and physical address of center site:                                |                       | The campus is (check all that apply):   |                                    |                  | Grade levels to be served (check all that apply):  |  |
|   | IDEA College Prep Alamo<br>325 E. FM 495<br>Alamo, TX 78516              |                       | <input checked="" type="checkbox"/> 40% or higher economically disadvantaged<br><input type="checkbox"/> 2017-2018 Focus School<br><input type="checkbox"/> 2017-2018 Priority School<br><input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR                                   |                                    |                  | <input type="checkbox"/> Pre-K<br><input checked="" type="checkbox"/> K-2<br><input checked="" type="checkbox"/> 3-4<br><input checked="" type="checkbox"/> 5-6<br><input checked="" type="checkbox"/> 7-8<br><input checked="" type="checkbox"/> 9<br><input checked="" type="checkbox"/> 10-11<br><input checked="" type="checkbox"/> 12 |  |
|   | 9-digit campus ID number:  | 108807007             |   |                                    |                  |  |  |
|   | Cost per student   | \$276.22              |   |                                    |                  |  |  |
|   | "Regular" student target (to be served 45 days or more annually):        | 237                   | Parent/legal guardian target (in proportion with student target):   |                                    | 100              |  |  |
|   |  | Feeder school #1      | Feeder school #2  |                                    | Feeder school #3 |  |  |
|   | Campus name  | IDEA Academy Alamo    | NA  |                                    | NA               |  |  |
|   | 9-digit campus ID number   | 108807107             | NA  |                                    | NA               |  |  |

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|  |  |   |   |                                       |
|--|--|---|---|---------------------------------------|
|  | Estimated transportation time  | NA (same campus site)   | NA  | NA                                    |
| <b>Schedule #17—Responses to TEA Program Requirements (cont.)</b>        |  |   |   |                                       |
| County-district number or vendor ID: 108807                              |  |   | Amendment # (for amendments only):  |                                       |
| <b>Center 7</b>  | Name and physical address of center site:                                |   | The campus is (check all that apply):   |                                       |
|  | IDEA College Prep San Benito<br>2151 Russell Ln.<br>San Benito, TX 78586 |   | <input checked="" type="checkbox"/> 40% or higher economically disadvantaged<br><input type="checkbox"/> 2017-2018 Focus School<br><input type="checkbox"/> 2017-2018 Priority School<br><input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR |                                       |
|  | 9-digit campus ID number:  | 108807005   | <input type="checkbox"/> Pre-K<br><input checked="" type="checkbox"/> K-2<br><input checked="" type="checkbox"/> 3-4<br><input checked="" type="checkbox"/> 5-  |                                       |
|  | Cost per student   | \$276.22  | <input type="checkbox"/> 7-8<br><input checked="" type="checkbox"/> 9<br><input checked="" type="checkbox"/> 10-11<br><input checked="" type="checkbox"/> 12  |                                       |
|  | "Regular" student target (to be served 45 days or more annually):        | 237   | Parent/legal guardian target (in proportion with student target): 100   |                                       |
|  |  | Feeder school #1  | Feeder school #2  | Feeder school #3                      |
|  | Campus name  | IDEA Academy San Benito   | NA  | NA                                    |
|  | 9-digit campus ID number   | 108807105   | NA  | NA                                    |
|  | Estimated transportation time  | NA (same campus site)   | NA  | NA                                    |
|  | <b>Center 8</b>  | Name and physical address of center site:   |   | The campus is (check all that apply): |
| IDEA College Prep Weslaco<br>2931 E. Sugar Cane Dr.<br>Weslaco, TX 78599 |  | <input checked="" type="checkbox"/> 40% or higher economically disadvantaged<br><input type="checkbox"/> 2017-2018 Focus School<br><input type="checkbox"/> 2017-2018 Priority School<br><input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR |   |                                       |
| 9-digit campus ID number:  |  | 108807010   | <input type="checkbox"/> Pre-K<br><input checked="" type="checkbox"/> K-2<br><input checked="" type="checkbox"/> 3-4<br><input checked="" type="checkbox"/> 5-6   |                                       |
| Cost per student   |  | \$276.22  | <input type="checkbox"/> 7-8<br><input checked="" type="checkbox"/> 9<br><input checked="" type="checkbox"/> 10-11<br><input checked="" type="checkbox"/> 12  |                                       |
| "Regular" student target (to be served 45 days or more annually):        |  | 237   | Parent/legal guardian target (in proportion with student target): 100   |                                       |
|  |  | Feeder school #1  | Feeder school #2  | Feeder school #3                      |
| Campus name  |  | IDEA Academy Weslaco  | NA  | NA                                    |
| 9-digit campus ID number   |  | 108807110   | NA  | NA                                    |
| Estimated transportation time  |  | NA (same campus site)   | NA  | NA                                    |
| <b>Center 9</b>  |  | Name and physical address of center site:   |   | The campus is (check all that apply): |
|  | IDEA College Prep McAllen<br>201 N. Bentsen Rd.<br>McAllen, TX 78501     |   | <input checked="" type="checkbox"/> 40% or higher economically disadvantaged<br><input type="checkbox"/> 2017-2018 Focus School<br><input type="checkbox"/> 2017-2018 Priority School<br><input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR |                                       |
|  | 9-digit campus ID number:  | 108807011   | <input type="checkbox"/> Pre-K<br><input checked="" type="checkbox"/> K-2<br><input checked="" type="checkbox"/> 3-4<br><input checked="" type="checkbox"/> 5-6   |                                       |
|  | Cost per student   | \$276.22  | <input type="checkbox"/> 7-8<br><input checked="" type="checkbox"/> 9<br><input checked="" type="checkbox"/> 10-11<br><input checked="" type="checkbox"/> 12  |                                       |
|  | "Regular" student target (to be served 45 days or more annually):        | 242   | Parent/legal guardian target (in proportion with student target): 100   |                                       |
|  |  | Feeder school #1  | Feeder school #2  | Feeder school #3                      |
|  | Campus name  | IDEA Academy McAllen  | NA  | NA                                    |
|  | 9-digit campus ID number   | 108807111   | NA  | NA                                    |

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|---|--|-----------------------|---|---|
|   | Estimated transportation time  | NA (same campus site) | NA  | NA  |
| <b>Schedule #17—Responses to TEA Program Requirements (cont.)</b> |  |                       |   |   |
| County-district number or vendor ID: 108807                       |  |                       | Amendment # (for amendments only):  |   |
| <b>Center 10</b>  | Name and physical address of center site:                                  |                       | The campus is (check all that apply):   |   |
|   | IDEA College Prep Frontier<br>2800 S. Dakota Ave.<br>Brownsville, TX 78521 |                       | <input checked="" type="checkbox"/> 40% or higher economically disadvantaged<br><input type="checkbox"/> 2017-2018 Focus School<br><input type="checkbox"/> 2017-2018 Priority School<br><input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR |   |
|   | 9-digit campus ID number:  | 108807003             | Grade levels to be served (check all that apply):   |   |
|   | Cost per student   | \$276.22              | <input type="checkbox"/> Pre-K<br><input checked="" type="checkbox"/> K-2<br><input checked="" type="checkbox"/> 3-4<br><input checked="" type="checkbox"/> 5-6   | <input checked="" type="checkbox"/> 7-8<br><input checked="" type="checkbox"/> 9<br><input checked="" type="checkbox"/> 10-11<br><input checked="" type="checkbox"/> 12 |
|   | "Regular" student target (to be served 45 days or more annually):          | 237                   | Parent/legal guardian target (in proportion with student target):   | 100   |
|   |  | Feeder school #1      | Feeder school #2  | Feeder school #3  |
|   | Campus name:   | IDEA Academy Frontier | NA  | NA  |
|   | 9-digit campus ID number   | 108807103             | NA  | NA  |
| Estimated transportation time                                     | NA (same campus site)  | NA                    | NA  |   |

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**Schedule #17—Responses to TEA Program Requirements (cont.)**County-district number or vendor ID: **108807**

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

**Management Plan:** IDEA Public Schools will use its wealth of experience from the Cycle 8 and 9 grants and PDs at other sites and will focus on hiring a high-quality PD to transfer knowledge and best practices to the Cycle 10 PD to ensure the effective and efficient management of this multi-site, multi-year project. The PD will also be a member of IDEA's **GrantEd team**—a team of 13 grant managers at IDEA who meet monthly to share best practices in grant management, coordinate and streamline grant projects, and learn from one another's projects and efforts. This group has been led by IDEA's Grants Director for the past three years and has been highlighted multiple times at US Dept. of Ed. conferences as a solid strategy for ensuring forward planning and executing proposed programs with fidelity. GrantEd also teaches grant managers ethics in decision-making, strategic budget planning, and navigating partnerships.

At all stages of the project, IDEA will also involve key **curriculum and instruction, student services, and business staff** who will provide support to the PDs and ensure compliance with all applicable local, state, and federal policies. In addition to overseeing and coordinating daily program management, the PD will work with district financial and business staff to maintain fiduciary and financial responsibility for all grant activities; keep accurate accounting data, records, and archiving of supporting documentation for all charges; classify and report the accounting transactions properly; certify expenses are true and correct; and prepare and submit written expenditure reports in coordination with district finance and business staff.

The **21<sup>st</sup> CCLC Project Management Team** will consist of the Project Director (PD), the Family Engagement Specialist (FES), and all Site Coordinators (SCs). This team will meet **weekly** throughout the program implementation period to identify program-wide needs, strategies, challenges, and solutions; communicate about program activities, staffing, training opportunities; and monitor and adjust program activities as determined by data-indicated need. The PD will document program changes electronically and will communicate with his/her supervisor, the Chief College and Diversity Officer, via email, phone calls, and in person at least twice monthly throughout the project period in order to ensure district-wide support for the project, coordinate funding, and plan for project sustainability. In addition to weekly parent newsletters in English and Spanish, quarterly reports will be made publicly available to the larger school community in both written and electronic format. Team meetings will take place in person or via technology (Bluejeans video conference) so participation will not be hindered by travel issues. The PD and FES will visit each Center on a 10-day rotating basis (or as needed) to provide direct services (FES) and support (PD and FES) and to ensure program quality, program compliance, and participant safety (PD). IDEA state funds will cover mileage for PD and FES travel to program sites.

The **Project Advisory Team**, chaired by the PD, will consist of at least one SC (whose term will rotate throughout the project period so all SCs will have the opportunity to serve), one representative from each project partner, and at least one school administrator, one teacher, one parent nominated by the school leader, and one student per site. This team will **meet at least quarterly** throughout the project to review participant feedback (satisfaction surveys, student/family voice and choice data, etc.) and other program data as appropriate (in keeping with all applicable privacy laws and policies), advise project staff on program adjustments, and generally represent the voice of all stakeholders throughout the funding period. Meetings will be held at a different Center site each term.

**Center Operations and Budget Plan:** Each Center-level budget provides for a Site Coordinator, family engagement funding for center-specific programming, supplies and materials for Center operations. Each SC will manage the per-student funding allotted for their Center and will choose vendors (such as Nerdvana, National Math + Science Initiative, Communities in Schools, and others) and activities to support and extend specific school-day initiatives, provide high-interest academic, enrichment, and family engagement/education programming based on stakeholder input, and expand access to high-quality services for students, parents, and families.

**Meeting Program Objectives and Student Service Targets:** The Site Coordinators are responsible for recruiting and enrolling the targeted number of participating students at their site and ensuring a variety of engaging programming to maintain their regular (45+ days) participation throughout the program year. The PD will ensure all SCs know and understand the overall program objectives and will support them in making a programming plan to achieve the objectives at their campus. Weekly Project Management Team meetings will feature data collection and analysis to track progress toward achieving all objectives and program goals. The PD will solicit collaborative input from all SCs to monitor and adjust program offerings to this end.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 108807

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The Project Management Team and program staff will collect and analyze data according to the following schedule and will continue to collect, aggregate, analyze, and report on these and other data points throughout the funding period as required by TEA. The evaluation of objectives will be achieved through collection of both quantitative and qualitative data both from participating schools (treatment schools) and non-participating IDEA schools (control schools).

| Data Level     | Quantitative Data Instrument  | Collection Schedule   |
|----------------|---|---|
| <b>Program</b> | Number of participants targeted/enrolled/served   | Weekly  |
|                | Attendance/participation data (by frequency and activity)   | Daily   |
|                | Sign-in sheets, certificates of participation   | Monthly   |
|                | Payroll records   | Twice monthly   |
| <b>Student</b> | Criterion-referenced testing (TPRI, STAAR, EOC exams)   | Benchmarks: Semi-annually<br>Actual: Annually                 |
|                | Criterion-referenced testing (internal common assessments,)                                       | 4 x annually, including final exam (Gr 3-11)                  |
|                | Norm-referenced testing (ACT—gr 11)   | Fall and early spring benchmarks plus actual testing annually |
|                | Skills checks (formative assessments), tracked via IDEA's internal data management system         | Weekly as appropriate to content                              |
|                | Student grades (progress reports, report cards)   | Every 3-4 weeks   |
|                | Student demographics, language status (viewable in real-time via Lightbulb data tracking program) | Annually, upon enrollment                                     |
| <b>School</b>  | AEIS data   | Annually (TEA)  |

| Data Level                        | Qualitative Data Instrument  | Collection Schedule                   |
|-----------------------------------|--|---------------------------------------|
| <b>Program</b>                    | PD/SC observation of teachers and service providers  | Weekly (informal)                     |
| <b>Program- and Student-level</b> | Participant feedback: student self-report and family/parent report on impact of program on engagement and academic experience (voice and choice) | At least two times in each grant year |
|                                   | School leader feedback   | Monthly                               |

In addition to having up-to-date access to all school leaders' **campus data dashboards**, the Cycle 9 Project Director attends **monthly grant reporting meetings** where he is able to access and request broader campus-level data in order to ascertain the impact of program activities on IDEA's org-wide metrics. The PD also conducts **weekly coaching sessions with each Site Coordinator**, pairs SCs according to strength/challenge for peer mentoring and holds monthly professional development sessions that include preplanned topics for development and improvement and allow time for on-the-spot questions and feedback on program trends and issues. This will continue in Cycle 10. Based on previous experience assisting in external evaluations of Cycle 8 and 9 grants, evaluation of Cycle 10 will be conducted by IDEA's **Research and Analysis (R&A) Team**, which is independent of and separate from the Project Management Team and all program staff and will ensure evaluation will be objective and free of any conflict of interest. The **Senior Director of R&A** leads the team and reports directly to the Chief Program Officer, who is responsible for all academic outcomes. Therefore, the R&A Team is uniquely positioned to leverage IDEA's "College for All" focus to improve 21<sup>st</sup> CCLC programming and student outcomes. The Project Management Team will, therefore, be able to determine the extent to which project weaknesses, problems, or concerns are addressed in a timely manner as the implementation proceeds.

IDEA Public Schools will follow all state requirements and recommendations throughout the evaluation process. The **R&A Team will partner with the Project Management Team in the design and execution of the evaluation plan** with the purpose of assessing the relationship between program inputs and desired outcomes. The **Project Management Team** will meet weekly in order to monitor data and to **act swiftly for immediate intervention and redirection of services**. Additionally, district-wide Data Days provide another avenue by which to analyze campus-specific progress and create plans for correcting deficiencies with additional professional development or other programmatic changes. With such close monitoring and ongoing evaluation of activities, activity schedules, participant satisfaction and participation levels, this 21<sup>st</sup> CCLC initiative will have the opportunity to continuously improve.

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**Schedule #18—Equitable Access and Participation**County-District Number or Vendor ID: **108807**

Amendment number (for amendments only):

**No Barriers**

| #   | No Barriers   | Students                 | Teachers                 | Others                   |
|-----|---|--------------------------|--------------------------|--------------------------|
| 000 | The applicant assures that no barriers exist to equitable access and participation for any groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Gender-Specific Bias**

| #   | Strategies for Gender-Specific Bias  | Students                            | Teachers                            | Others                              |
|-----|--|-------------------------------------|-------------------------------------|-------------------------------------|
| A01 | Expand opportunities for historically underrepresented groups to fully participate   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| A02 | Provide staff development on eliminating gender bias   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| A03 | Ensure strategies and materials used with students do not promote gender bias  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| A04 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender                | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| A05 | Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| A06 | Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program                | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| A99 | Other (specify)  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |

**Barrier: Cultural, Linguistic, or Economic Diversity**

| #   | Strategies for Cultural, Linguistic, or Economic Diversity  | Students                            | Teachers                            | Others                              |
|-----|---|-------------------------------------|-------------------------------------|-------------------------------------|
| B01 | Provide program information/materials in home language  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| B02 | Provide interpreter/translator at program activities  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| B03 | Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.                      | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B04 | Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B05 | Develop/maintain community involvement/participation in program activities  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| B06 | Provide staff development on effective teaching strategies for diverse populations  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| B07 | Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity                       | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| B08 | Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider      | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| B09 | Provide parenting training  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| B10 | Provide a parent/family center  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| B11 | Involve parents from a variety of backgrounds in decision making  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

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**Schedule #18—Equitable Access and Participation (cont.)**County-District Number or Vendor ID: **108807**

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

| #   | Strategies for Cultural, Linguistic, or Economic Diversity   | Students                            | Teachers                            | Others                              |
|-----|--|-------------------------------------|-------------------------------------|-------------------------------------|
| B12 | Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school       | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| B13 | Provide child care for parents participating in school activities  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| B14 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| B15 | Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| B16 | Offer computer literacy courses for parents and other program beneficiaries  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| B17 | Conduct an outreach program for traditionally "hard to reach" parents  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B18 | Coordinate with community centers/programs   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| B19 | Seek collaboration/assistance from business, industry, or institutions of higher education   | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B20 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| B21 | Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| B22 | Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program             | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| B23 | Provide mediation training on a regular basis to assist in resolving disputes and complaints   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| B99 | Other (specify)  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |

**Barrier: Gang-Related Activities**

| #   | Strategies for Gang-Related Activities   | Students                            | Teachers                            | Others                              |
|-----|--|-------------------------------------|-------------------------------------|-------------------------------------|
| C01 | Provide early intervention   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| C02 | Provide counseling   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| C03 | Conduct home visits by staff   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| C04 | Provide flexibility in scheduling activities   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| C05 | Recruit volunteers to assist in promoting gang-free communities                                    | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| C06 | Provide mentor program   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| C07 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 108807

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

| #   | Strategies for Gang-Related Activities   | Students                            | Teachers                            | Others                              |
|-----|--|-------------------------------------|-------------------------------------|-------------------------------------|
| C08 | Provide community service programs/activities  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| C09 | Conduct parent/teacher conferences   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| C10 | Strengthen school/parent compacts  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| C11 | Establish collaborations with law enforcement agencies   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| C12 | Provide conflict resolution/peer mediation strategies/programs                                       | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| C13 | Seek collaboration/assistance from business, industry, or institutions of higher education           | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| C14 | Provide training/information to teachers, school staff, and parents to deal with gang-related issues | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| C99 | Other (specify)  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |

**Barrier: Drug-Related Activities**

| #   | Strategies for Drug-Related Activities   | Students                            | Teachers                            | Others                              |
|-----|--|-------------------------------------|-------------------------------------|-------------------------------------|
| D01 | Provide early identification/intervention  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| D02 | Provide counseling   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| D03 | Conduct home visits by staff   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| D04 | Recruit volunteers to assist in promoting drug-free schools and communities                          | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| D05 | Provide mentor program   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| D06 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities   | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| D07 | Provide community service programs/activities  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| D08 | Provide comprehensive health education programs  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| D09 | Conduct parent/teacher conferences   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| D10 | Establish school/parent compacts   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| D11 | Develop/maintain community collaborations  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| D12 | Provide conflict resolution/peer mediation strategies/programs                                       | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| D13 | Seek collaboration/assistance from business, industry, or institutions of higher education           | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| D14 | Provide training/information to teachers, school staff, and parents to deal with drug-related issues | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| D99 | Other (specify)  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |

**Barrier: Visual Impairments**

| #   | Strategies for Visual Impairments                | Students                            | Teachers                 | Others                   |
|-----|--|-------------------------------------|--------------------------|--------------------------|
| E01 | Provide early identification and intervention    | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E02 | Provide program materials/information in Braille | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |

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Amendment number (for amendments only):

**Barrier: Visual Impairments**

| #   | Strategies for Visual Impairments  | Students                 | Teachers                 | Others                   |
|-----|--|--------------------------|--------------------------|--------------------------|
| E03 | Provide program materials/information in large type                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E04 | Provide program materials/information in digital/audio formats                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E05 | Provide staff development on effective teaching strategies for visual impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E06 | Provide training for parents   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E07 | Format materials/information published on the internet for ADA accessibility     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E99 | Other (specify)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Hearing Impairments**

| #   | Strategies for Hearing Impairments  |                                     |                          |                          |
|-----|---|-------------------------------------|--------------------------|--------------------------|
| F01 | Provide early identification and intervention                                     | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F02 | Provide interpreters at program activities  | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| F03 | Provide captioned video material  | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| F04 | Provide program materials and information in visual format                        | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| F05 | Use communication technology, such as TDD/relay                                   | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| F06 | Provide staff development on effective teaching strategies for hearing impairment | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| F07 | Provide training for parents  | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| F99 | Other (specify)   | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Learning Disabilities**

| #   | Strategies for Learning Disabilities  | Students                            | Teachers                            | Others                              |
|-----|---|-------------------------------------|-------------------------------------|-------------------------------------|
| G01 | Provide early identification and intervention   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| G02 | Expand tutorial/mentor programs   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| G03 | Provide staff development in identification practices and effective teaching strategies | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| G04 | Provide training for parents in early identification and intervention                   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| G99 | Other (specify)   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |

**Barrier: Other Physical Disabilities or Constraints**

| #   | Strategies for Other Physical Disabilities or Constraints  | Students                            | Teachers                            | Others                              |
|-----|--|-------------------------------------|-------------------------------------|-------------------------------------|
| H01 | Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| H02 | Provide staff development on effective teaching strategies   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| H03 | Provide training for parents   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| H99 | Other (specify)  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |

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Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

| #   | Strategies for Inaccessible Physical Structures   | Students                            | Teachers                            | Others                              |
|-----|---|-------------------------------------|-------------------------------------|-------------------------------------|
| J01 | Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| J02 | Ensure all physical structures are accessible   | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| J99 | Other (specify)   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |

**Barrier: Absenteeism/Truancy**

| #   | Strategies for Absenteeism/Truancy   | Students                            | Teachers                            | Others                              |
|-----|--|-------------------------------------|-------------------------------------|-------------------------------------|
| K01 | Provide early identification/intervention  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| K02 | Develop and implement a truancy intervention plan  | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| K03 | Conduct home visits by staff   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| K04 | Recruit volunteers to assist in promoting school attendance                                | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| K05 | Provide mentor program   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| K06 | Provide before/after school recreational or educational activities                         | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| K07 | Conduct parent/teacher conferences   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| K08 | Strengthen school/parent compacts  | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| K09 | Develop/maintain community collaborations  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| K10 | Coordinate with health and social services agencies  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| K11 | Coordinate with the juvenile justice system  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| K12 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| K99 | Other (specify)  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |

**Barrier: High Mobility Rates**

| #   | Strategies for High Mobility Rates                              | Students                 | Teachers                            | Others                              |
|-----|---|--------------------------|-------------------------------------|-------------------------------------|
| L01 | Coordinate with social services agencies                        | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| L02 | Establish collaborations with parents of highly mobile families | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| L03 | Establish/maintain timely record transfer system                | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| L99 | Other (specify)   | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |

**Barrier: Lack of Support from Parents**

| #   | Strategies for Lack of Support from Parents                   | Students                 | Teachers                            | Others                              |
|-----|---|--------------------------|-------------------------------------|-------------------------------------|
| M01 | Develop and implement a plan to increase support from parents | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| M02 | Conduct home visits by staff                                  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

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Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

| #   | Strategies for Lack of Support from Parents   | Students                            | Teachers                            | Others                              |
|-----|---|-------------------------------------|-------------------------------------|-------------------------------------|
| M03 | Recruit volunteers to actively participate in school activities   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| M04 | Conduct parent/teacher conferences  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| M05 | Establish school/parent compacts  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| M06 | Provide parenting training  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| M07 | Provide a parent/family center  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| M08 | Provide program materials/information in home language  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| M09 | Involve parents from a variety of backgrounds in school decision making   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| M10 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| M11 | Provide child care for parents participating in school activities   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| M12 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| M13 | Provide adult education, including HSE and/or ESL classes, or family literacy program   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| M14 | Conduct an outreach program for traditionally "hard to reach" parents   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| M15 | Facilitate school health advisory councils four times a year  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| M99 | Other (specify)   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |

**Barrier: Shortage of Qualified Personnel**

| #   | Strategies for Shortage of Qualified Personnel  | Students                 | Teachers                            | Others                              |
|-----|---|--------------------------|-------------------------------------|-------------------------------------|
| N01 | Develop and implement a plan to recruit and retain qualified personnel                      | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| N02 | Recruit and retain personnel from a variety of racial, ethnic, and language minority groups | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| N03 | Provide mentor program for new personnel  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| N04 | Provide intern program for new personnel  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| N05 | Provide an induction program for new personnel  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| N06 | Provide professional development in a variety of formats for personnel                      | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| N07 | Collaborate with colleges/universities with teacher preparation programs                    | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| N99 | Other (specify)   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

**Barrier: Lack of Knowledge Regarding Program Benefits**

| #   | Strategies for Lack of Knowledge Regarding Program Benefits                                     | Students                            | Teachers                            | Others                              |
|-----|---|-------------------------------------|-------------------------------------|-------------------------------------|
| P01 | Develop and implement a plan to inform program beneficiaries of program activities and benefits | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| P02 | Publish newsletter/brochures to inform program beneficiaries of activities and benefits         | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

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County-District Number or Vendor ID: 108807

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

| #   | Strategies for Lack of Knowledge Regarding Program Benefits   | Students                 | Teachers                 | Others                   |
|-----|---|--------------------------|--------------------------|--------------------------|
| P03 | Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P99 | Other (specify)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Barrier: Lack of Transportation to Program Activities**

| #   | Strategies for Lack of Transportation   | Students                 | Teachers                 | Others                              |
|-----|---|--------------------------|--------------------------|-------------------------------------|
| Q01 | Provide transportation for parents and other program beneficiaries to activities  | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Q02 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Q03 | Conduct program activities in community centers and other neighborhood locations  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| Q99 | Other (specify)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |

**Barrier: Other Barriers**

| #   | Strategies for Other Barriers | Students                 | Teachers                 | Others                   |
|-----|-------------------------------|--------------------------|--------------------------|--------------------------|
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |

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| Schedule #19—Private Nonprofit School Participation   |  |   |                             |
|---|--|---|-----------------------------|
| County-District Number or Vendor ID: <b>108807</b>  |  | Amendment number (for amendments only): |                             |
| <b>Important Note:</b> All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule <u>regardless of whether any private nonprofit schools are participating in the program.</u><br><b>Failure to complete this schedule will result in an applicant being disqualified.</b> |  |   |                             |
| <b>Questions</b>  |  |   |                             |
| 1.  | Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant?  | <input type="checkbox"/> Yes            | <input type="checkbox"/> No |
| <ul style="list-style-type: none"> <li>If your answer to this question is yes you must answer question #2 below.</li> <li>If your answer to this questions is no, you do not address question #2 or the assurances below.</li> </ul>  |  |   |                             |
| 2.  | Are any private nonprofit schools participating in the grant?  | <input type="checkbox"/> Yes            | <input type="checkbox"/> No |
| <ul style="list-style-type: none"> <li>If your answer to this question is yes, you must read and check the box next to each of the assurances below.</li> <li>If your answer to this question is no, you do not address the assurances below.</li> </ul>  |  |   |                             |
| <b>Assurances</b>   |  |   |                             |
| <input type="checkbox"/>  | The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.   |   |                             |
| <input type="checkbox"/>  | The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.   |   |                             |
| <input type="checkbox"/>  | The applicant assures that the total grant award requested on <b>Schedule #6—Program Budget Summary</b> includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant. |   |                             |

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